

45 p. cm. 302

Group of Educators

Imperial

July 9, 1923

Dear Sir:

I have the pleasure of acknowledging the receipt of your letter of the 2nd inst. in relation to the proposed revision of the curriculum of the Imperial College of Education. I have the honor to inform you that the curriculum of the Imperial College of Education is being revised and that the proposed revision is being considered. I have the honor to inform you that the curriculum of the Imperial College of Education is being revised and that the proposed revision is being considered. I have the honor to inform you that the curriculum of the Imperial College of Education is being revised and that the proposed revision is being considered.

I have the honor to inform you that the curriculum of the Imperial College of Education is being revised and that the proposed revision is being considered. I have the honor to inform you that the curriculum of the Imperial College of Education is being revised and that the proposed revision is being considered. I have the honor to inform you that the curriculum of the Imperial College of Education is being revised and that the proposed revision is being considered.

I have the honor to inform you that the curriculum of the Imperial College of Education is being revised and that the proposed revision is being considered. I have the honor to inform you that the curriculum of the Imperial College of Education is being revised and that the proposed revision is being considered. I have the honor to inform you that the curriculum of the Imperial College of Education is being revised and that the proposed revision is being considered.



The Parents' Review.

LONDON OFFICE
28, VICTORIA STREET
LONDON, W.C.

The House of Education,
Ambleside.

31.1.1907

Dear Mr. Johnson

Your invitation to what should be a
very important meeting reaches me before I have
been able to reply to a letter which interested me
greatly.

I gladly send at your request four copies of Ourself
for your library. I am kindly asking to make suggestions
as to your admirable syllabus for Secondary Schools.
It seems to me that the same sort of teaching should be
aimed to give rights that you propose, what I may call,
a liberal ^{to} moral education.

I know there is danger in putting excessive weight
upon any one, or two, or three, moral qualities such

as patriotism, temperance, Rurly. People learn to think that one or two good qualities are the whole of virtue.

But do you not rather omit the ^{ethics} ~~morals~~ of the mind & ,
 Certain intellectual duties & powers, the use & ordering
 of the reason, of the desire, of the aesthetic sense, ~~and~~
 duty with duties concerning our opinions etc?

Also, it seems to me, that there is some want of relation
 in the syllabus; I don't mean so much the relation
 of the moral qualities to each other as to the properties,
 powers & inclinations of the person who should manifest
 them; the 'I can' becomes because 'I am' point of view.

I wonder whether it would be well to found ^{the} moral teaching
 of ~~the~~ syllabus on a sort of fixed plan of human
 nature? We should be able to classify our teaching
 better as, for example, into morals of the body,
 the mind & the heart of the ~~conscience & the will~~
 these are convenient divisions, ^(if not quite satisfactory) ~~early recognised by~~
 children, ~~they~~ are encouraged to find by knowing
 how that provision for goodness exists in themselves.



The House of Education.
Ambleside.

16 p 3 em 302

The Parents' Review

LONDON OFFICE
28, VICTORIA STREET
LONDON, W.C.

I suppose the question of the sanctions of what
we call duty must not be pressed but most
teachers will, I imagine, base their instructions
upon such sanctions. I am asking the publisher to send a
batch of the accompanying syllabus for distribution at
the meeting if you think well.

I am sorry that I am unable to attend
meetings otherwise I should make an effort to be
present on Tuesday next.

With all good wishes,
~~Yours~~ I am, very truly yours.

August 22
To the Editor of "The Journal of Education & School World"

Sir

Thank you for ^{the} notice in your issue
of August of an article <sup>entitled - "Desired Education in
Secondary Schools"</sup> in The Parents' Review
for July last. Sympathy with reservations
would have been ^{my own} ~~my~~ ^{own} ~~own~~ ^{attitude}
towards ~~such~~ ^{the} ~~claims~~ ^{made in that article} ~~in your~~ ^{years ago,}
for I did not fully perceive that we
were acting in general, perhaps universal,
principles until elementary schools
took up the work & did 'incredible' things.

I am grateful for your sympathy
with my plea for a course of wide &
varied readings & believe that you too would
deprecate desultory reading as of little
educational value. "But" you add, "the necessary
preliminary to such a course (i.e. of wide
& varied reading) is, we think, the formation
of the habit of intensive & concentrated
attention which by no means comes naturally
to the great majority of children, never adults."

Thanking you Sir, for allowing me to
call the attention of your readers
to a discovery in a region too little explored
I am, Sir,
Respectfully,
Charles C. Wilson

House of Education
is inadequate.

Again, exception is taken to the fact that, "up
to the present" he has made the choice of books suitable
for each age to secure the results he claims;
that is an obvious objection & a respectable
fact; but a moment's consideration will
satisfy the reader that a homogeneous
scheme of education must needs
proceed from a single mind; even
were the matter worked by a committee
one member would necessarily act
the rest to more or less large purposes.
The patchwork character of the education
common ^{to us} is a plan picked up here, an idea
there. It is a good that book education is on
the cause of the stability of much of our work.

1905 Nov 302

Schools which do the work of the lower forms
(in 16 & 11 p) will send up a lot of papers
for each division. (Each school do not
send in the work of forms V & VI).

In the event of a form, say, III being
divided & worked under two ^{separate} teachers, one teacher will send papers
to the lower division. The other to the
upper.

3) Maths:

Compulsory

Arithmetic

Algebra

Geometry

Rules & Trans. regulation

" Memorandum